

Educational Objectives

The University of Hawaii's Ethnic Studies Program seeks to:

1. Impart ethnic perspectives and methods of inquiry towards the study of Ethnic Groups in America.

An Anglo-Saxon interpretation of life is customarily presented in general education. The experiences and thoughts of white western people are defined and intellectually legitimized as the Universal yardstick of human existence. This creates a situation in which non-whites are taught to synthesize the experiences and to memorize the conclusions of another people. Without due consideration given to their culture and style of life, it is difficult, if not impossible for non-whites to gain a genuine knowledge of themselves and their environment. In a larger sense, without a fuller and more far reaching interpretation of human experience in America, not only is a situation created in which non-whites are sub-educated but white students mis-educated.

Ethnic Studies is an attempt to present reality as seen and communicated by ethnic groups, themselves. The Program strives to present an orientation based on how ethnic people, themselves, analyze and record their existence. In the case of the Hawaiian, for example,

the Program undertakes to view the relevance of Hawaiian history today not from the perspective of the people on the ship, "Captain Cook History of Hawaii," but from the stance of the people on the shore. For Japanese Americans, the Program stresses points such as the fact that the early Japanese immigrants were not merely quiet workers. They were Issei, first generation Japanese in America, who expressed their thoughts and feelings in poems, assiduously recorded their experience in diaries and letters, published literary magazines, which contain fiction, essays and poetry, freely and articulately expressed their views and opinions in books, the immigrant press and in personal memoirs. What the immigrant Issei had to say span the full spectrum of human drama and the gamut of human emotions.

2. Create an awareness of ethnic groups and experiences

Ethnic Studies is designed to develop knowledge and understanding of historical background and cultural heritage as they relate to contemporary problems of Hawaii's ethnic groups. The Program also seeks to offer insight into various ethnic groups on the Mainland.

Ethnic Studies starts with the assumption that there is an entity known as Hawaiian or Japanese Americans or Chinese Americans. Recognition is given to ethnic groups as special and uniquely cultured people who merit

serious and extended study. In this light, all levels of ethnic group experiences -- institutions, communities, individuals -- are analyzed. Also, inviting investigation within this framework are appraisals of ethnic group conditions. Distortions and false comparisons are pointed out such as those which consider Hawaiian and White children from the same standard of educational achievement, while ignoring the effects of individual racism on Hawaiian children and ignoring cultural differences in determining curriculum.

It must be stressed, however, that Ethnic Studies does not cater to any simplistic notion that ethnic groups are totally different -- or all alike, for that matter. The aim of the Program is to create not only a respect for the ways Ethnic people are different and distinct but also a recognition of the ways they are similar.

To facilitate this consideration, comparative studies are encouraged. It is maintained that the study of any ethnic group is enhanced if placed in a larger context. Greater insights and perceptions are achieved by drawing upon the experiences of other ethnic minorities and the White American majority.

3. Develop an understanding of interethnic relationships and increase harmony among ethnic groups within the

State of Hawaii.

The fact that ethnic peoples share minority status within America does not necessarily imply that they are closer and more compatible or more understanding of each other. Though Hawaii is unique in its ethnic make-up, it is naive to think that it has escaped the racial tensions usually attributed to the Mainland. The lives and values of many Island residents are distorted and perverted by racist attitudes and stereotypes. Many people do not understand why racial or ethnic conflicts exist, why it cannot be solved simply and quickly, how they can contribute to its solution and why they should be expected to do so. Equally, many people do not understand the social, economic and cultural forces that shape their lives and determine their attitude toward one another and toward whites.

A primary concern of Ethnic Studies is that these problems be solved. It is believed that meaningful relations among ethnic groups can only grow out of such inquiry. Individuals must develop a self-critical ability to analyze themselves in terms of their ethnic group and the society as a whole. They must further develop an ability to see alternatives and options for ethnic groups. Only then can they be better prepared to discuss

openly ethnic problems which more than often remain silently buried or are expressed in highly charged emotional terms.

These educational objectives foster a curriculum which:

1. meets students' needs to understand their own ethnic experience

The Ethnic Studies Program serves students who have expressed a growing need to develop a sense of ethnic background and cultural heritage as these relate to current issues of their own ethnic groups. Education is made more relevant in terms of their environment and themselves. Greater understanding is created in terms of who they are, where they have come from and what forces have shaped their lives.

2. Provides students an opportunity to understand and appreciate other ethnic groups

Many students realize that they lack intimate interaction with and understanding of members of other ethnic groups. Through ethnic studies courses, these students will be able to respect the individuality of members within an ethnic group and at the same time appreciate the cultural traits that members of that group share.

3. serves as an integral part of studies for majors in various disciplines who are specializing in certain

ethnic groups and interethnic relations.

Courses in Ethnic Studies serve to enrich the studies of those students, majoring in various disciplines, who pursue academic interest in specific ethnic groups. Students in fields such as sociology, psychology, history or education, working in the area of Japanese American or Hawaiian or other ethnic groups, enroll to strengthen their own research specialty.

Further, Ethnic Studies serves those students in different departments who have an interest in interethnic relations. A variety of courses are offered which present in depth understanding of various dimensions in interethnic relations.

Needless to say, with offerings on ethnic groups and interethnic relations, Ethnic Studies does not only fulfill the specific objectives of many academic departments but, the general educational objectives of Arts and Sciences and the University of Hawaii. Based on the appropriateness for and the problems of the State of Hawaii, Ethnic Studies contributes to the entire academic community.

4. fulfills an essential need for those individuals serving as or preparing to be public school teachers in Hawaii.

Teachers now working in the Department of Education and individuals preparing to become teachers for the State have expressed a desire to learn and become aware of ethnic group experiences and influences as they relate to individual students and society as a whole. Such insight is essential for teachers to successfully interact with the ethnically different groups who will populate their classrooms. Such insight is also essential for teachers to successfully develop and present meaningful treatment of ethnic group experiences for their students.

Program Development

It is not the desire of Ethnic Studies to be structured as a Department, offering a major, granting degrees or maintaining its own faculty and being directly responsible for tenure and promotion. The Ethnic Studies Program is basically designed for those students who express a desire to fulfill their own ethnic needs, general educational interest, academic or professional specialization.

In terms of the past, present and future growth of the Program, the following curriculum outline and stage development is presented.

Outline of Curriculum as Developed by 1976 - 77

200 Level Courses

Introductory survey courses of specific ethnic groups, with a focus on contemporary issues.

ES 200 Japanese Americans

ES 201 Chinese Americans

ES 202 Filipino Americans

ES 205 Black Americans

ES 221 Hawaiian Americans

*ES 203 Caucasian Americans

*ES 204 Samoan Americans

*ES 206 Korean Americans

300 Level Courses

In-depth analysis of specific theoretical

problems which affect the relationships
of ethnic groups in America.

ES 301 Ethnic Identity

ES 320 Dominant and Minority Cultures

ES 390 Social Movements

**ES 397 Field Experience in Ethnic Studies

***ES 398 Topics on Education and Ethnic Groups

400 Level Courses

Research on specific ethnic groups (Japanese
Americans, Hawaiian Americans, etc.)

ES 499 Directed Reading

* New Courses for 1974 - 75

** Modified Courses or Number Change for 1972 - 73

*** New Course for 1972 - 73

At least one 200 Level Course is required for 300 Level Courses.

At least one 200 Level Course and one 300 Level Course,
consent of the Instructor and Director approval are required
for ES 499.

Stage Development

Phase I -- 1970 - 1971

Ethnic Studies courses initiated on an experimental, innovative basis.

Courses presented were:

- ES 101 Ethnic Groups in Hawaii
- ES 121 Introduction to Hawaiian Studies
- ES 200 Japanese Americans
- ES 201 Chinese Americans
- ES 221 Hawaiian Americans
- ES 301 Ethnic Identity
- ES 390 Comparative Study of Movements for Social Change
- ES 499 Directed Research

Staff:

- 4 position counts (1/2 Director, 2 T.A.'s, 1/2 R.A., 1 casual);
- 4 lecturers. Dr. Beechert and Dr. Ogawa served as instructors without fee.

Phase II -- 1971 - 1972

Ethnic Studies courses evaluated and improved.

New Courses initiated:

- ES 202 Filipino Americans
- ES 205 Black Americans
- ES 320 Dominant and Minority Cultures
- ES 397 Field Experience in Ethnic Studies

Curriculum Plan developed which presents educational objectives of Program and how courses present and future must be structured.

Student and faculty evaluation procedures instituted.

Staff:

5 position counts (1/2 Director, 1/4 Associate Professors, 3/4 Assistant Professors, 1 1/2 Instructors, 2 T.A.'s);
5 lecturers; 2 service performance contracts.

Phase III -- 1972 - 1973

Ethnic Studies Program consolidated and courses refined.

Course Modification:

ES 397 Field Experience in Ethnic Groups

Course Deletion:

ES 101 Ethnic Groups in Hawaii

ES 121 Introduction to Hawaiian Studies

New Course Added:

ES 398 Topics on Education and Ethnic Groups

Staff:

5 position counts

Phase IV -- 1973 - 1974

Ethnic Studies courses refined. Program consolidated.

Course Expansion:

ES 398 Topics course expanded to more sections

Staff:

5 1/2 position counts

Phase V -- 1974 - 1975

Ethnic Studies courses refined.

Depending on availability of position counts some expansion on 200 level such as a Samoan, Caucasian or Korean American course and at 300 level in terms of more sections of the ES 398 Topics on Education and Ethnic Groups course.

Staff:

7 position counts

Phase VI -- 1975 - 1976

Refinement of existing courses and Program.

ES 398 Topics on Education and Ethnic Groups course expanded

Staff:

7 1/2 position counts

Phase VII -- 1976 - 1977

ES 398 Topics on Education and Ethnic Groups course expanded

Staff:

8 position counts

Comments

Regarding courses, in all likelihood the 200 level offerings will be cross-listed with American Studies. For example, Japanese Americans will not only be listed as Ethnic Studies 200 but with an American Studies course number as well.

A major emphasis of the Program will be in the area of education, e.g., teacher development, curriculum construction, development of materials in Ethnic Studies, etc. All courses in Ethnic Studies are designed to contribute to the development of this important area. The ES 398 course will be expanded in future years along the lines of elementary, secondary and college level curriculum problems related to Ethnic Studies.

Commencing the academic year 1972 - 73, the Program will not hire lecturers or student lab leaders. Only individuals holding a BOR position count will be employed. Moreover, individuals hired in the Program must have an appointment with another Department or parent unit in the University.

Individuals to be tentatively hired next year are as follows:

<u>Position Count</u>	<u>Name</u>	<u>Function</u>
1/2	Dennis Ogawa	Director
1	Katherine Wakayama	Instructor ES 200, A.A.
1/2	Tom Chang	ES 201, ES 398
1/2	Kathryn Brundage	ES 205, ES 301
1/2	Glen Grant	ES 301, ES 398
1/2	T.A.	ES 200
1/4	Nancy Young	ES 397
1/4	Kaupena Wong	ES 221
1/4	Ricardo Trimillos	ES 202
1/4	Ruben Alcantara	ES 320
Total	4 1/2	

Additional Comments Regarding Hiring

Both Nancy Young and Glen Grant are not attached to a parent department. Both would need 1/2 to 1/4 position count in another unit besides Ethnic Studies. Kaupena Wong has not been contacted; he is listed at the present as a lecturer in Music. If Kaupena Wong is interested some arrangement with Music in terms of position count would be needed in order for him to have a parent department. Hopefully, such juggling of position counts can be arranged with position counts allocated to Ethnic Studies and other respective departments.